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ABSTRACT

The resource guide for regular teachers provides policies and procedures of the Flour Bluff (Texas) school district regarding special education of handicapped students. Individual sections provide guidelines for the following areas: the referral process; individual assessment; participation on student evaluation and placement committee; special education placement; the individualized educational plan; special education programs and services (including direction, diagnostic, instructional, and related services); program and/or related service review; suspension from school; and dismissal from special education. Additional reference material includes brief descriptions of assessment tests arranged by area assessed, definitions of handicapping conditions, a statement on parent and handicapped students' rights, abbreviations for special education terms, and eligibility codes. (DB)

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FLOUR BLUFF PUBLIC SCHOOLS

PREFACE

THE RESOURCE GUIDE FOR REGULAR TEACHERS OUTLINES THE CHILD-CENTERED EDUCATIONAL PROCESS, SPECIAL EDUCATION PROGRAMS AND SERVICES, PROCEDURES FOR THE HANDICAPPED AND REFERENCE MATERIAL.

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DIRECTOR OF SPECIAL EDUCATION

JUNE 1981

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I. REFERRAL PROCESS

A student referral form is available from the building principal, it is to be completed by the teacher when he/she wants a student considered for alternative services. The building principal is then to assign an educational liaison to collect student data and is to represent the student at the referral committee meeting and the admission, review, and dismissal committee meeting, when appropriate.

The committee meeting is to be scheduled by the building principal and is to meet and report its findings in writing within thirty((30) working days after the initial referral is received and dated. At the time of meeting the committee is to determine the most appropriate alternative program for the student. The committee is to forward the student's referral forms and reports to the director of special education for processing when the student is recommended to receive an individual assessment.

A referral committee is not to be scheduled for a handicapped student new to the district; a student admitted to the hospital; or a pregnant student. These students are to be referred directly to the department of special education for processing.

II. INDIVIDUAL ASSESSMENT

An individual assessment is to be conducted after the referral committee recommendation has been received by the department of special education and after parental and/or student of legal age consent is obtained. If consent is not obtained, the student is not to receive an individual assessment.

The assigned assessment person is to conduct the individual assessment with the acknowledgement of the building principal and cooperation with other school personnel. The individual assessment and other collected data are to be made avialable to the admission, review, and dismissal committee to assist them in determining if the student has a qualifying handicapping condition and would benefit from placement in special education and/or related service.

A written vocational assessment report is also to be prepared when a student is being considered for vocational training.

III. PARTICIPATION ON THE A.R.D./I.E.P. COMMITTEE

It is important that the regular teacher(s) most closely identified with the student's possible needs for special education services be present and attend the admission, review, and dismissal committee meeting. In preparing for the meeting the teacher(s) should report on the student's progress exhibited in his/her classroom. The teacher(s) may want to report on the following:

A. Does/does not complete assignments and tasks
B. Does/does not comprehend subject material
C. Does/does not follow oral/written directions
D. Does/does not participate in class activities
E. Does/does not achieve on written tests
F. Does/does not demonstrate appropriate behavior

A Student Progress Report outlining the above items with a rating scale is available from the building principal or counselor.

IV. SPECIAL EDUCATION PLACEMENT

A student is to be placed in special education and/or receive a related service only after he/she has been approved by an admission, review, and dismissal committee for such programming and the parent or handicapped student of legal age has given consent for the initial placement.

The committee is to meet and report its decision in writing by completing the A.R.D./I.E.P. Committee Summary Report within thirty (30) work days from the date on the Referral Committee Report.

Responsibilities of the committee include:

A. Review all collected assessment and educational data

B. Ensure that the student is not placed in special education if the only deficiency identified is directly attributable to a different cultural life-style or that the student has not had educational opportunities and/or achieved from previous educational experiences

C. Ensure that a national minority student is not approved on the basis of criteria developed solely on the command of the English language

D. Determine that the student meets all eligibility criteria as set forth by the Texas Education Agency

E. Develop or modify individual educational plan for approved handicapped student

F. Obtain consent for placement in the recommended program(s), when the parent or student of legal age is present

G. Develop an individual written summary of the deliberations, findings, and recommendations during the committee meeting

- A.R.D./I.E.P. Committee Summary Report

H. Determine that a pregnant student has requested special education services, when appropriate

I. <u>Review the approved student's individual educational plan annually or when necessary to determine the most appropriate educational program for the student</u>

- The appropriateness of the long-range goals and short-term objectives

- The appropriateness of the student's educational program placement as it relates to the student's progress
- The appropriateness of related services, when appropriate
- The need for referral for a three (3) year reevaluation or additional assessment
- The need to revise or change the student's schedule or placement in special education
- The appropriateness of promotion or retention when the student has not satisfactorily completed the requirements (Reading) for elementary school promotion

The department of special education is to schedule the admission, review, and dismissal committee meeting and will notify the building principals, parents and teachers at least three (3) school days prior to the meeting date unless the student is new to the district or if a meeting is scheduled by the building principal.

V. INDIVIDUAL EDUCATIONAL PLAN

An individual educational plan is developed and reviewed at least once every three months for each approved handicapped student by the implementors of the plan. The I.E.P. is available for review by regular education teachers through the student's special education teacher. The individual educational plan includes:

A. The grade level, competency, or functioning level of the student in the basic content areas

B. The physical abilities and disabilities exhibited by the student which would affect his/her participation in instructional and/or releated service

C. The behaviors demonstrated by the student which affect his/her educational programming

D. Prevocational skills demonstrated by the student which may be prerequisite to participation in vocational education, when appropriate

E. Annual goals and short-term instructional and/or related service objectives

F. Specific instructional and/or related services to be provided and the amount of time to be spent in each educational setting

G. Projected dates for initiation of services, the anticipated duration of services and justification for each service

H. Personnel responsible and schedules and criteria for evaluating each short-term objective

VI. PROGRAMS AND SERVICES

The department of special education in cooperation with other agencies offers a variety of programs and services for handicapped students participating in the program from the ages of zero through the age of twenty-two. Programs and services include:

A. Direction Services

- The Texas Education Agency and the Education Service Center, Region II Direction Service offer services in identifying and locating alternative programs for handicapped students who can not be served directly by the school district. Referral for direction is to be initiated by the director of special education.

B. Diagnostic Services

- Individual assessments are conducted by the department of special education for referred students suspected of having handicapping conditions. If the individual assessment is not conducted by the school district, students are referred to other agencies/professionals at no cost to the parent.

- Early childhood screening is offered to the community for pre-school children suspected of having a handicapping condition between the ages of three through five. Children identified as having learning and/or physical problems are referred to the building principal.

- Low vision examinations are scheduled for approved visually impaired students through the Regional Program for the Visually Impaired.

- Occupational/physical therapy examinations are provided for referral students through a cooperative program established with other school districts/coops and the Education Service Center, Region II.

- Prevocational tests are provided to handicapped students in the sixth through twelfth grade being considered for regular and special vocational training.

- Three-year reevaluations are provided to handicapped students at least every third year. The evaluations help the admission, review, and dismissal committee determine if students should continue or be dismissed from special education.

C. Instructional Services

- A Content Mastery Teacher Supportive program is available at the high school level for assisting regular teachers in working with mainstreamed handicapped students.

- Developmental Classroom Units are operated by the school district for handicapped students with severe to moderate physical and learning problems.

- Early childhood classes are provided to pre-school handicapped children at the Primary school who can not benefit fully from kindergarten programming.

- Homebound Instruction is available for pregnant students and for students who because of an illness or accident cannot attend school on a regular basis. The homebound instruction corresponds with the students' regular class assignments and requirements.

- Instructional and supplemental services are provided for visually and hearing impaired students in cooperation with the regional programs for the deaf and the visually impaired. In addition, large print books and other corrective devices are available through the Texas Education Agency and other national organizations.

- Regional Program for the Deaf - Hearing impaired students who cannot benefit from instruction provided through the school district, are approved for programming offered through the regional program.

- Regional Program for the Visually Impaired - Supplemental and instructional aids are provided to these students participating in special education and regular education classes.

- Resource classes are available on each school campus for handicapped students who cannot participate successfully in all regular classes as identified on the individual educational plan.

- Speech Pathology is available on each school campus for students identified as having speech and/or language problems.

- Vocational Adjustment class/programming is offered through the department of special education for secondary handicapped students requiring prevocational and on-the-job training.

D. Related Services

- Adaptive physical education is provided for handicapped students who cannot benefit fully from the regular physical education program.

- Orientation and Mobility Training is provided for approved visually handicapped students by the orientation and mobility instructor.

- Medical/physical examinations are available to "approved" handicapped students in cooperation with doctors and other community agencies when additional diagnostic information is being requested by the department of special education through the admission, review, and dismissal committee.

- Physical therapy and/or occupational therapy services are provided to approved handicapped students. Physical therapy and occupational therapy are provided as recommended by the doctor and/or as approved by the admission, review, and dismissal committee.

- Psychological services and therapy are available to students with emotional problems by a psychologist contracted for by the department of special education.

- Special transportation is provided to handicapped students who cannot attend special education classes without such transportation being provided by the school district.

E. Training Programs

- Personnel training is available to regular teachers through the department of special education. A training needs assessment of selected regular teachers, is to be conducted annually for determining training priorities for each school year.

F. SERS System

- Instructional equipment, materials and programs, appropriate for the handicapped, are to be made available to regular teachers serving the handicapped when they are available for distribution.

VII. PROGRAM AND/OR RELATED SERVICE REVIEW

A regular education teacher, involved in the education of a handicapped student, may request the admission, review and dismissal committee to review the student's progress in his/her classroom after modification or individualization of the student's educational program have proven to be unsuccessful. The teacher requesting the review is to obtain the program review request form from the building principal. The building principal is to sign the request and forward it to the director of special education for

processing. The director is to inform the appropriate assessment person and an admission, review and dismissal committee is to be scheduled within a reasonable period of time to review the student's educational program.

VIII. SUSPENSION FROM SCHOOL

A handicapped student may be temporarily placed in a more restrictive setting or suspended (short term suspension) from school in accordance with regular school suspension policies and procedures by the building principal when the student's behavior warrants such action, is so disruptive or destructive that it significantly interferes with other student's instruction or constitutes a clear and present danger to self or others. The building principal or representative is to inform the parent and consult with the director of special education about the temporary placement or suspension. The building principal may schedule the admission, review and dismissal committee meeting when talking with the parent or request that the director of special education schedule the committee meeting.

The admission, review and dismissal committee is to meet as soon as possible after the temporary placement or suspension to determine if the student's behavior is the direct result of the student's handicapping condition and to determine if the student's individual educational plan should be modified or revised.

When a handicapped student is being considered for a long term suspension, the suspension is to be considered a change of educational placement and is to be reviewed and acted upon by an admission, review, and dismissal committee. The committee meeting is to be scheduled before the student is suspended and alternative programs are to be considered for the student by the committee. The

parent and/or student of legal age is to be informed of the committee's recommendation and findings if they are not present at the meeting.

State and federal policies do not prevent suspension of a handicapped student nor is the student immune to the district's disciplinary process, but it is important that the rights of the handicapped be considered and that the administrative appeals process be reviewed with the parent or student of legal age when such action is undertaken by the district.

IX. DISMISSAL FROM SPECIAL EDUCATION

A handicapped student is to be dismissed from special education and/or related service by the admission, review and dismissal committee when the student is no longer eligible for special education or benefitting from the special education services being provided (goals and short term objectives on the individual educational plan have been met and documented). Continuing educational services for the dismissed student are to be provided within the regular education program of the school district.

REFERENCES

ASSESSMENT TESTS

ACHIEVEMENT: Tests used to measure an individual's degree of accomplishment or learning in a subject or task. Examples of instruments used: Peabody Individual Achievement Test, Wide Range Achievement Test, Woodcock Reading Mastery Test. Key Math, Brigance Diagnostic Inventory of Basic Skills, Gray Oral Reading Test, Dallas Pre School Screening Test, Stanford Achievement Test, California Achievement Test, Denver Developmental Screening Test, and Developmental Profile.

ARTICULATION: Tests designed to determine the quality of speech sound production in comparison to the norms established for those of his age and sex. Examples of instruments used: Goldman-Fristoe, McDonald Deep Test of Articulation, Arizona Proficiency Scale, Templin-Darley, and Sentence Articulation Test.

AUDITORY DISCRIMINATION: Tests designed to detect suspected deficits in speech-sound discrimination ability. Examples of instruments used: The Goldman-Fristoe-Woodcock Test of Auditory Discrimination, and the Wepman Test of Auditory Discrimination.

CRITERION-REFERENCED: Informal assessment of a child's functioning in specific academic area; a mastery test.

DEVELOPMENTAL DELAY: Tests which are used by the physical therapist and occupational therapist to determine amounts of motor involvement.

INTELLIGENCE: An intellectual test designed to measure an individual's aptitude for scholastic work requiring reasoning, and verbal and non-verbal ability. Examples of instruments used: Wechsler Intelligence Scale for Children-Revised, The Stanford Binet, Slosson Intelligence Test, Peabody Picture Vocabulary Test, Wechsler Preschool and Primary Scale of Intelligence, Wechsler Adult Intelligence Scale, Raven Progressive Matrices, McCarthy Scale of Children's Abilities, and the Otis Lennon Mental Ability Test.

LANGUAGE: Tests which assess the student's ability to both use and understand his most proficient language. Examples of tests used include: Verbal Language Development Scale, Test for Auditory Language, Comprehension of Language, and Diagnostic Test of Linguistic Abilities.

LANGUAGE DOMINANCE: Tests designed to determine the language in which the student is most proficient. Examples of instruments used: Dos Amigos, and James Language Dominance Test.

MOTOR: Tests which are designed to measure the speed and accuracy of large and small muscle movements. Examples of instruments used: Purdue Perceptual Motor Survey, and Motor Skills Inventory.

PERSONALITY: Tests which use any one of several methods to analyze personality, such as projective techniques, personality inventories and checklists. Examples of instruments used: Rorschach Inkblot Test, Thematic Apperception Test, Children's Apperception Test, Rogers Personality Inventory, and Minnesota Multiphastic Personality Inventory.

PSYCHOLINGUISTIC: Diagnostic tests which are tests of intraindividual differences and tend to outline abilities or disabilities in reading within a single child. Examples of instruments used: Illinois Test of Psycholinguistic Abilities, and Detroit Test of Learning Aptitude.

SOCIAL ADAPTATION: Tests used to evaluate the degree of social competence by way of the measurement of personal social maturation. Examples of instruments used: Vineland Social Maturity Scale, and Adaptive Behavior Inventory for Children. An informal assessment may be used in this area.

STUTTERING: Observational data used to determine number and type of disfluencies, rate of speaking, and/or rate of reading. Examples of such instruments used: Stutterer's Self-Ratings of Reactions to Speech Situations, Measures of Adaptation of Stuttering and Oral Reading Rate, Iowa Scale of Attitude Toward Stuttering, Check List of Stuttering Reactions, Scale for Rating Severity of Stuttering.

VISUAL-MOTOR DEVELOPMENT: Tests which measure visual-motor functioning and to what degree sensory impressions are received through the eye and responses expressed through gesture of movement. Examples of instruments used: The Bender Visual-Motor Gestalt Test for Children, Visual Retention Test, and the Slosson Drawing Coordination Test.

VISUAL: Tests to establish competencies of students with impaired vision. Examples of tests used include: Low Visual Efficiency Scale.

VOCATIONAL/PRE-VOCATIONAL ASSESSMENT: Tests designed to determine prevocational/vocational interests and attitudes. Examples of instruments used: Social and Pre-vocational Information Battery, McCarron-Dial System, and View Interest Inventory.

VOICE: Observational data which rate vocal quality, appropriateness of loudness levels, and rate of speaking. Examples of tests used include: Buffalo Vocal Abuse Rating Scale, Speech Anxiety Scale, and Buffalo Voice Profile.

(1). AUDITORIALLY HANDICAPPED STUDENTS

"Auditorially handicapped students" are students whose hearing is so impaired that they cannot be adequately educated in the regular classes of the public schools without the provision of special services.

> Note: The term "auditorially handicapped" is understood to be synonymous with "hearing impaired" and both terms are understood to include "deaf" and "hard of hearing."

(2). AUTISTIC STUDENTS

"Autistic students" are students whose disturbances of speech and language, relatedness, perception, development rate, and motility are such that they cannot be adequately educated in the regular classes of public schools without the provision of special services.

(3). EMOTIONALLY DISTURBED STUDENTS

"Emotionally disturbed students" are students whose emotional condition is psychologically or psychiatrically determined to be such that they cannot be adequately and safely educated in the regular classes of the public schools without the provision of special services.

(4). LEARNING DISABLED STUDENTS

"Learning disabled students" are students who demonstrate a significant discrepancy between academic achievement and intellectual abilities in one or more of the areas of oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematics, calculation, mathematics reasoning, or spelling; for whom it is determined that the discrepancy is not primarily the result of visual handicap, hearing impairment, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage; and for whom the inherent disability exists to a degree such that they cannot be adequately served in the regular classes of the public schools without the provision of special services.

(5). MENTALLY RETARDED STUDENTS

"Mentally retarded students" are students with significantly subaverage general intellectual functioning existing concurrently with deficiencies in adaptive behavior and manifested during the developmental period such that they cannot be adequately educated in the regular classes of the public schools without the provision of special services.

(6). MULTIPLY HANDICAPPED STUDENTS

"Multiply handicapped students" are students handicapped by any two or more of the handicapping conditions described that may result in multisensory or motor deficiencies and developmental lags in the cognitive, affective, or psychomotor areas such that they cannot be adequately educated in the regular classes of the public schools without the provision of special services.

(7). PHYSICALLY HANDICAPPED STUDENTS

"Physically handicapped students" are students whose body functions or members are so impaired from any cause that they cannot be adequately or safely educated in the regular classes of the public schools without the provision of special services.

(A) Orthopedically handicapped students are those who have a severe orthopedic impairment which adversely affects educational performance. The term includes impairments caused by congenital anomaly and impairments caused by disease.

(B) Other health impaired students are those with limited strength, vitality, or alertness, due to chronic or acute health problems, which adversely affect educational performance.

(8). PREGNANT STUDENTS

"Pregnant students" who may be considered eligible for special education services are those students who have been diagnosed by a licensed physician as being pregnant and who, for an appropriate period of time, desire to continue their education in an alternative setting rather than continuing in the regular education program setting.

(9). SPEECH HANDICAPPED STUDENTS

"Speech handicapped students" are students whose speech is so impaired that they cannot be adequately educated in regular classes of the public schools without the provision of special services.

(10). VISUALLY HANDICAPPED STUDENTS

(A) "Visually handicapped students" are students whose sight is so impaired that they cannot be adequately or safely educated in the regular classes of the public schools without the provision of special services.

(B) "Deaf-blind students" are those whose hearing and vision, after all necessary medical treatment and use of hearing and optical aids, remain legally nonfunctional or otherwise result in serious educational handicaps requiring special provisions for maximal educational achievement.

PARENT AND STUDENT RIGHTS

In the child identification process, the parent or adult handicapped student has the right to:

- be notified, within a reasonable period of time before anything is done, when and why the school is going to begin or change the identification of the student.
- be notified, within a reasonable period of time, why the school refuses your request to begin or change the identification of the student.
- present a complaint to the Texas Education Agency about any matter relating to the provision of special education services to the student.
- request a due process hearing if you and the school cannot agree on what should be done in any case involving a change in the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student.

In the comprehensive individual assessment process, the parent or adult handicapped student has the right to:

- give written consent before the student receives an initial comprehensive individual assessment.
- be notified, within a reasonable period of time before anything is done, when and why the school is going to begin or change the assessment of the student.
- receive a description of each assessment procedure, test, report, record, and any other factor the school will use to make a decision about the student.
- be assured that tests and other evaluation materials are provided and administered in the student's primary language or other mode of communication.
- be tested with valid instruments for the specific purpose for which they are used.
- be tested in a manner in which test results are not affected by race or culture.

- be tested by trained personnel in the student's specific areas of educational need rather than be tested merely to obtain a single general measure of intelligence.

- be given tests that accurately identify hearing, vision, and communication skills.

- be assured that no single test is used as the only reason for determining the student's appropriate educational program.

- be evaluated by a group of persons, including at least one teacher or other specialist with knowledge in the areas of the suspected disability.

- be assessed in all areas related to the suspected disability, including (where appropriate) health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

- be notified, within a reasonable period of time, why the school refuses your request to begin or change the assessment of the student.

- present a complaint to the Texas Education Agency about any matter relating to the provision of special education services to the student.

- request a due process hearing if you and the school cannot agree on what should be done in any case involving a change in the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student.

<u>In the admission, review, and dismissal committee process, the parent or adult handicapped student has the right to:</u>

- be notified, within a reasonable period of time, when the ARD committee is scheduled to meet to make decisions about the student's special education needs and services.

- have the ARD committee meeting held at a time and place that is convenient to both the parent and the school. However, if neither parent can attend the school must use other methods to ensure parent participation.

- take someone with you to the ARD committee meeting to assist or represent you in the decision-making work of the committee and to take any other persons you feel may be helpful in advising you or your representative.
- know why a particular special educational placement was chosen over other placements.
- be actively involved in the ARD committee meeting when the IEP is planned and written.
- formally disagree with the IEP including the determination of educational placement.
- give written consent before the student is placed in a program providing special education instruction and/or related services for the first time.

<u>In the individual educational plan development process, the parent or adult handicapped student has the right to an IEP that</u>:

- is developed before the student is placed in special education.
- includes a statement of the student's present competencies.
- includes a statement of year-long learning goals and teaching objectives for reaching those goals.
- includes a statement of the specific educational services through regular education, special education, and related services to be provided for the student.
- includes a statement of the amount of time that the student will receive in each service.
- includes a statement of projected dates for beginning and ending special education instruction and related services.
- includes a statement of the reason why each service is needed.
- includes a statement of the plans to evaluate the student's progress to see if the goals and objectives are being met.

SPECIAL EDUCATION TERMS

AD - Auditorially Handicapped

ADO - Administrative Policies and Procedures for the Education of Handicapped Students

APE - Adaptive Physical Education

ARD - Admission, Review, and Dismissal

ED - Emotionally Disturbed

ESC - Education Service Center

FAPE - Free Appropriate Public Education

IEP - Individual Educational Plan

IIP - Individual Implementation Plan

LD - Learning Disabled

LEA - Local Education Agency

MH - Multi Handicapped

MR - Mentally Retarded

OH - Orthopedically Handicapped

OHI - Other Health Impaired

OM - Orientation and Mobility Training

OT - Occupational Therapy

PG - Pregnancy

PT - Physical Therapy

SERS - Special Education Resource System

SEMS - Special Education Management System

SH - Speech Handicapped
- Severely Handicapped

TEA - Texas Education Agency

VH - Visually Handicapped

ELIGIBILITY CODES

The following codes are to be utilized on the child-centered educational process forms where it requests the student's eligibility code:

Handicapping Condition	Code
1. Hearing Impaired	HI
2. Austic Student	AU
3. Deaf/Blind	DB
4. Emotionally Disturbed	ED
5. Learning Disabled	LD
6. Mentally Retarded	MR
7. Multiply Handicapped	MH
8. Physically Handicapped	
. Orthopedically	OH
. Other Health Impaired	OHI
9. Pregnant Student	P
10. Speech Handicapped	SH
11. Visually Handicapped	VH